DOCUMENT RESUME

ED 441 711 SO 031 304

TITLE	C-SPAN in the Classroom. Educators' Guide.
INSTITUTION	C-SPAN, Washington, DC.
PUB DATE	1999-00-00
NOTE	25p.; Colored photographs may not reproduce adequately.
AVAILABLE FROM	C-SPAN, 400 North Capitol Street, NW, Suite 650, Washington, DC 20001. Tel: 800-523-7586 (Toll Free); Web site: http://www.c-span.org/classroom.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizenship Education; *Critical Viewing; *Mass Media Use; *Political Issues; *Programming (Broadcast); *Public Affairs Education; Public Service; Secondary Education; Social Studies; Teaching Guides; *Television Viewing
IDENTIFIERS	*C SPAN

ABSTRACT

This guide offers an overview of C-SPAN's programming and its outreach to educators. The guide is designed to support teachers and to offer ideas, resources, information, and special projects. Throughout the guide, detailed applications or "best practices" for using C-SPAN in the classroom are included. There are guides based on C-SPAN and C-SPAN2 programs, such as "Washington Journal" and "Book TV." Strategies for assigning C-SPAN as homework and using it live on a daily basis are included. C-SPAN was created in 1979 as a commercial-free and unedited public service to provide live, thorough coverage of the U.S. House of Representatives; C-SPAN2 was created in 1986 to provide live, thorough coverage of the U.S. Senate. Both C-SPAN and C-SPAN2 offer additional programming on topics such as books, history, and politics. Listed are other teacher guides, a C-SPAN Web site, and across the curriculum teaching opportunities. (BT)

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C-SPAN IN THE CLASSROOM

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educators' guide

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C-SPAN IN THE CLASSROOM

TWENTY YEARS OF PUBLIC AFFAIRS PROGRAMMING
CREATED BY AMERICA'S CABLE COMPANIES

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Dear Educator:

Welcome to C-SPAN in the Classroom, C-SPAN's free membership service for teachers.

Teachers can use C-SPAN's commercial-free public affairs programming LIVE or videotaped in their classroom. Membership in C-SPAN in the Classroom offers more, whether you have just started using C-SPAN as a teaching tool or are a veteran wanting to plug into more ideas and access additional benefits and resources.

This publication, presented in the voices of some veteran teacher-members—C-SPAN Champion Teachers—will guide you toward ways to get involved with C-SPAN, in and beyond your classroom. We hope you will value your membership in C-SPAN in the Classroom and take advantage of all it has to offer.

The staff at C-SPAN in the Classroom is here to respond to your questions and comments. We offer support for the ideas, technology, and methodology you'll be embracing and we can connect you with teachers who have been successfully using C-SPAN in their classrooms. Call us on the toll-free Educators' Hotline at **1-800-523-7586** from 8:30 am to 5:30 pm ET or send an e-mail to **educate@c-span.org**.

The breadth of programming on C-SPAN continues to expand. Our Web site is a place for you and your students to obtain information, share ideas and participate in online activities. We will continue to expand our offerings with feedback from members like you.

With best regards,

Joanne Wheeler

Joanne Wheeler
Manager, Education Relations

The C-SPAN in the Classroom staff clockwise: Joanne Wheeler, Anne Marie DiNardo, Meg Steele and James Burke

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ABOUT THIS GUIDE

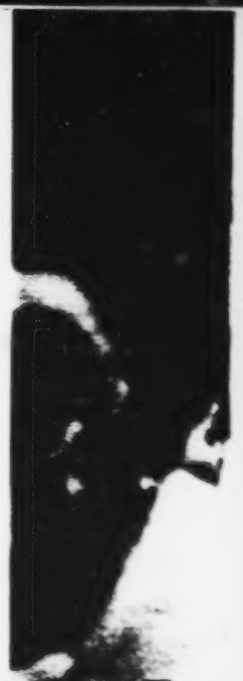
This Educators' Guide is provided by C-SPAN in the Classroom, a free membership service. It is designed to support teachers and to offer ideas, resources, information and special projects. The guide offers an overview of C-SPAN's programming and our outreach to educators.

Throughout this guide, you'll find detailed applications or "best practices" for using C-SPAN in the classroom. There are teacher guides based on C-SPAN and C-SPAN2 programs, such as *Washington Journal* and *BOOK TV*, strategies for assigning C-SPAN as homework or using it LIVE on a daily basis, and other ideas.

You will also find information about C-SPAN in the Classroom, a list of features on C-SPAN's Web site, suggestions for forming partnerships with your local cable company, and reasons to reach out to your colleagues to bring this resource to your students.

Wherever possible, the information is presented directly by teachers currently using C-SPAN in the classroom. We hope their experiences will inspire you to take advantage of all that C-SPAN and C-SPAN in the Classroom have to offer.

C-SPAN's commercial-free, unbiased, unedited public affairs programming may be used live or videotaped as a whole program or a short segment by any teacher in any classroom.



about this

C-SPAN in the Classroom staff member James Burke speaks with a District of Columbia teacher at a back-to-school in-service.

guide

Jean Taylor, Madlyn Steinhart and Joe Emerson at a C-SPAN Champion Teacher Training Seminar

ABOUT C-SPAN

C-SPAN is offered as a public service and provides access to commercial-free, unedited and balanced coverage of public affairs. C-SPAN is privately funded by the cable industry without government or taxpayer support.

C-SPAN was created in 1979 to provide live, gavel-to-gavel coverage of U.S. House of Representatives. C-SPAN2 was created in 1986 and is dedicated to providing live, gavel-to-gavel coverage of the U.S. Senate. Both offer additional programming on topics such as books, history and politics. C-SPAN Extra, launched in 1997, primarily carries LIVE events that are unable to be shown on C-SPAN and C-SPAN2 due to the networks' commitment to the House and Senate coverage.

Today, C-SPAN is available in more than 76 million cable and satellite households and C-SPAN2 is available in more than 55 million. C-SPAN operates out of headquarters in Washington, DC and employs more than 250 people. C-SPAN extends its public affairs coverage with C-SPAN Radio 90, and C-SPAN.org. Education outreach programs include C-SPAN in the Classroom and the C-SPAN School Bus.

C-SPAN's Mission

To provide C-SPAN's audience access to the live, gavel-to-gavel proceedings of the U.S. House of Representatives and the U.S. Senate and to other forums where public policy is discussed, debated and decided all without editing, commentary or analysis and with a balanced presentation of points of view;

To provide elected and appointed officials and others who would influence public policy a direct conduit to the audience without filtering or otherwise distorting their points of view;

To provide the audience, through viewer call-in programs, direct access to elected officials, other decision-makers and journalists on a frequent and open basis;

To employ production values that accurately convey the business of government rather than distract from it; and

To conduct all other aspects of C-SPAN operations consistent with these principles.

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C-SPAN IN THE CLASSROOM
Getting Started

As a member of C-SPAN in the Classroom, you have access to advice and practices from C-SPAN's Champion Teachers. Their experiences illustrate what C-SPAN has to offer and how you can make C-SPAN in the Classroom work for you.

"Use C-SPAN as the ultimate primary source reference."

Joe Emerson, social studies
Grafton Middle School, Yorktown, VA

"I keep C-SPAN on in all my social studies classes whenever it is not disruptive to the task at hand. Soon students begin to expect to see C-SPAN on and we occasionally talk about events as they unfold on the House floor or elsewhere. With C-SPAN on in a vibrant and colorful manner, radiating from a good 27-inch corner classroom TV, it is like a personal public affairs monitor of our national government in action at that moment, in another time zone, airing LIVE in our classroom."

Phil Kessinger, social studies
North Eugene High School, Eugene, OR

"Tape shows ahead and set up short segments using the timer. Catalogue contents of each tape, with times, as the tape is made. Assign students to watch longer segments outside of class."

Ann Serow, A.P. political science
Kingswood-Oxford School, West Hartford, CT

"Preview what you are going to use and have discussion questions prepared before you view the program with your class."

Laurene Madern, English and social studies
Eastern Wayne Middle School, Goldsboro, NC

"Look for applications and associations to ways you are currently teaching. You don't have to invent something initially. As you use it, you will find new ideas."

Jim Flora, social studies
New Holstein High School, New Holstein, WI

"I like to create graphic organizers that have students cluster and take notes on four or five different subtopics of discussion that I've selected while previewing the C-SPAN video. Then, hitting the pause button two or three times during a fifteen minute segment is appreciated by students. It is a reminder for them to continue with their writing and it gives some time to provide more information and discuss the segments."

Corbett Harrison, English
Reed High School, Sparks, NV

"Design a focus question or short activity that keeps students accountable for the material."

Peg Killam Smith, social studies
St. Mary's High School, Annapolis, MD

"By showing selections of C-SPAN tapes, students can digest more about the real and historical world than they might otherwise learn."

Jane Dowling, English
North Kingstown High School, Kingstown, RI

"Brainstorm ways to integrate C-SPAN into the curriculum. Involve other teachers! Plan multi-grade lessons and projects—grades one and four can work together on a project related to a specific state or part of history."

Ellen Bollig
Lincoln Elementary, Yankton, SD

"Tell students to get ready to learn on their own without having someone else such as a newscaster tell them what happened."

Marjorie Mickelson, English and social studies
Apopka High School, Apopka, FL

"My middle school students are required to watch C-SPAN at home. They can choose from a variety of programs such as Congressional sessions, Washington Journal, *committee hearings, department briefings, press briefings, special programs, and C-SPAN School Bus vignettes. Students watch a minimum of four hours of programming from Monday through Thursday and prepare to discuss the events observed, including the newsworthiness of the event, how it relates to our current curriculum and what, if any, opinions they have on the events."*

Jean Taylor, social studies
St. Isidore, Danville, CA

"I would suggest that a teacher new to C-SPAN pick one concept, such as persuasive speaking, and examine each C-SPAN program through that concept's lens."

J. Roger Flather, Home Instruction Schools
New York City Board of Education

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gettingstarted

TEACHER GUIDES FOR FEATURED PROGRAMS
Washington Journal on C-SPAN

Washington Journal is a LIVE, daily, magazine-format program that provides a forum for the nation's leading journalists, policy makers, industry leaders, authors and other experts to discuss key newspaper stories, world events and legislation. Call-in segments enable viewers to talk directly to the guests.

The Schedule

Weekdays, 7-10 am ET
Weekends, 8-10 am ET

washington

Web Site

Link to the *Washington Journal* at **www.c-span.org** by clicking on "Guide to Programs." There, teachers can watch and listen to archived *Washington Journal* programs, find out about the day's guests and for more information, link to dozens of newspapers and government agencies.

"Teaching with Washington Journal *reinforces the necessity of being informed. If students pick up the habit early, watching C-SPAN, becoming a news addict, they are likely to continue it in their adult lives; they will read the paper, listen to C-SPAN and watch the evening news."*

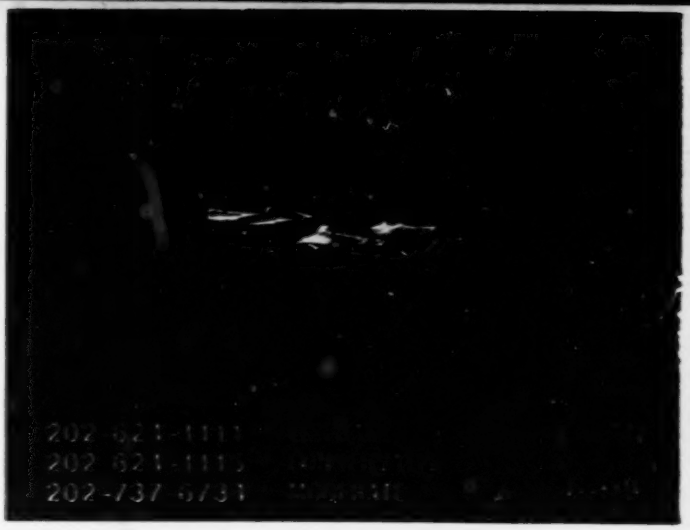
Sally Souder, social studies
Annandale High School, Annandale, VA

Behind the Scenes

Before passing the call to the on-air host, the C-SPAN staff member answering viewer calls asks each caller: "Where are you calling from? What newspaper are you reading? Are you a first-time caller?" C-SPAN asks that callers wait at least thirty days between calls to *Washington Journal*.

WASHINGTON JOURNAL CLASSROOM ACTIVITY

Developed by David Debs, social studies
Mandarin High School, Jacksonville, FL



Before Viewing

Videotape one day of *Washington Journal's* newspaper discussion which airs from approximately 7-8 am ET. Collect the front pages of several major newspapers published that day. Make copies of the front page stories. Identify the portions of the *Washington Journal* videotape which cover the same news stories.

Create a master list of stories that you have in print and that were discussed on *Washington Journal*.

journal

While Viewing

Organize students in groups of four or five. Assign each group one news story to study and distribute the appropriate articles.

Each student should read one article and report the story to the rest of the group. Students should identify the differences between newspapers' versions of the same news story: What does each emphasize? What is left out?

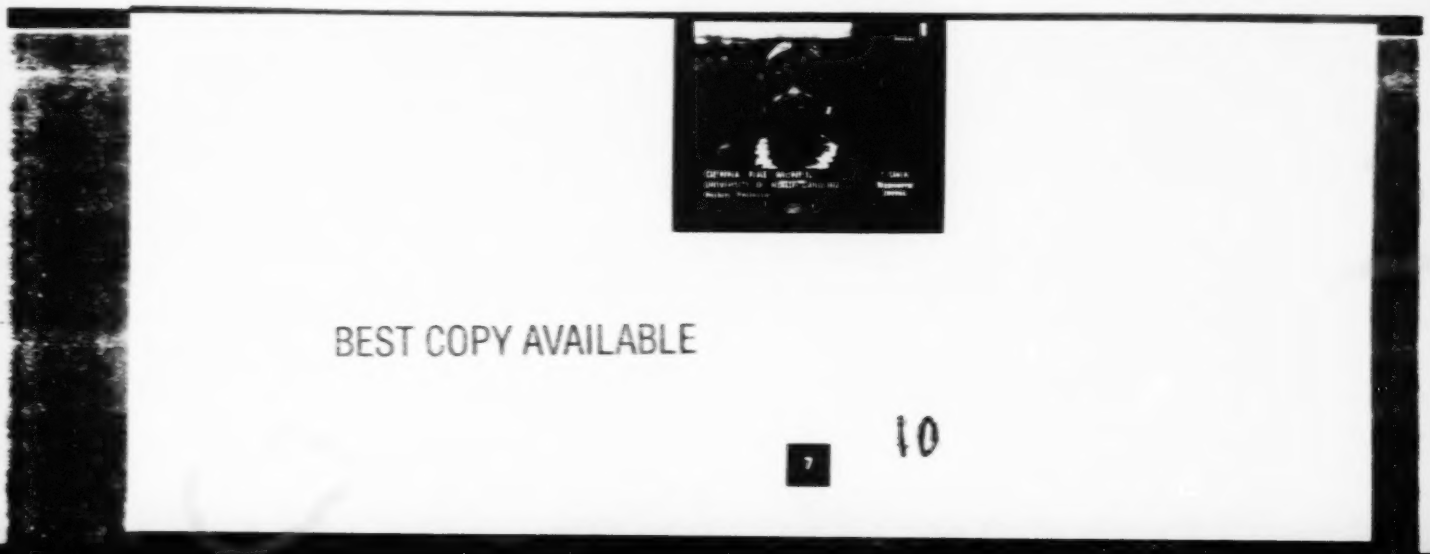
Have each group present its findings, then play the *Washington Journal* segments that discuss the same news stories. Ask the class to consider the comments made by the host, the callers and the guests on *Washington Journal*. How do the callers' questions and the guests' responses reflect the discussion of the student groups? Are the issues raised and conclusions drawn similar to those in the student groups?

After Viewing

Have your students read a front page newspaper story and develop a question about it. The question should aim at drawing out a different point of view. Ask them to discuss both the article and question with a family member. Have students turn in a summary of this discussion as a homework assignment.

Enrichment Ideas

Your students can participate in *Washington Journal's* newspaper segment by calling, sending an e-mail, or faxing a question or comment about an article in their local paper.



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Shona Huffman, C-SPAN's 1997 High School Teacher Fellow

TEACHER GUIDES FOR FEATURED PROGRAMS *BOOK TV* on C-SPAN2

BOOK TV on C-SPAN2 is a unique "network within a network" offering an entire weekend focusing on nonfiction books with author interviews, library and bookstore tours, book group discussions and publishing industry events around the country. *BOOK TV* features recently published biographies and historical nonfiction; books for children and young adults; insiders' perspectives on the business of books; and classic books that have had an impact on history, politics, or culture.

Web Site

Teacher guides for *BOOK TV* on C-SPAN2 programs can be found at **www.c-span.org/classroom** with links to **www.booktv.org** for detailed schedules, book reviews, author chats, program previews and related links.

The Schedule

Saturdays, 8 am ET to Mondays, 8 am ET on C-SPAN2.

"When C-SPAN2 aired Doris Kearns Goodwin lecturing on her biography of the Roosevelts, I showed it to my students; it was almost like bringing her into the classroom.

BOOK TV provides students with insights from the author. The author can explain why he or she wrote the book and how it was researched. As a teacher, I am very interested in introducing primary sources to my students. By showing an author interview in class, you're allowing your students access to a primary source."

Logan Porter, English and history
Glenville Christian Academy
Glenville, GA

Book C-SPAN2

book tv

BEHIND THE SCENES AT C-SPAN

Staff members in C-SPAN's Books unit program *BOOK TV* in keeping with C-SPAN's mission, offering 48 hours of politically balanced programming, featuring an array of nonfiction genres and book events taped at locations throughout the country.

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BOOK TV on C-SPAN2 CLASSROOM ACTIVITY

Before Viewing

Choose and tape a *BOOK TV* program that features an author speaking about his or her writing and research process.

Discuss with students: What is the job of an author? What kinds of nonfiction books exist? Do authors use the word "I" when referring to themselves in writing? Do books often address the author's life or the work the author undertook in writing?

Take students to your school library and have each student find a nonfiction book written by a single author. Tell students to explore the front, back, inside covers and title pages and look for clues about the author. What did they discover? What questions aren't answered? Create a "question web" together, brainstorming a list of questions they might want to ask the author.

Prepare students to view an excerpt of a *BOOK TV* program featuring a professional author.

While Viewing

Answer the following questions with information from the *BOOK TV* program.

Author's Name:
Book Title:

1. What did the author write about?
2. Why did the author write the book?
3. What was the author's motivation?
4. Where was the research done? How was the research done?
5. What challenges did the author face? How did the author overcome challenges?
6. Who helped the author? How?
7. What are the author's writing habits?
8. What other books has the author written?
9. What happens after the book is published? How is the event you are observing a part of the writing and publishing process?

Add any relevant information offered about the writer.

After Viewing

Does learning about an author affect your appreciation of the book? How? As a class, discuss the impact that exploring and learning about the author has on your interest or opinion of a book.

Did learning about the author affect your understanding of the content of the book? How? Draw direct connections, if possible. Write a mini-review of this author's book including relevant observations about the writer's process.

Enrichment Ideas

Attend an author event at a local bookstore or library or participate in an online chat with an author. Check **www.booktv.org** for information about upcoming *BOOK TV* chats.

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TEACHER GUIDES FOR FEATURED PROGRAMS
U.S. House on C-SPAN
U.S. Senate on C-SPAN2

C-SPAN provides LIVE, gavel-to-gavel coverage of the U.S. House, while C-SPAN2 covers the U.S. Senate. Students and teachers can get a complete picture of the legislative process on both networks which air congressional committee hearings, press briefings and policy meetings.

The Schedule

Congressional schedules vary, but both the House and the Senate generally meet weekdays. When either one is not in session, the networks air public affairs events.

Web Site

From C-SPAN's Web site, **www.c-span.org**, go to "Guide to Programs" then link to the "Congress" page. House and Senate floor and committee schedules, a searchable congressional glossary, and a database of information on legislative procedure and policy are provided by C-SPAN's congressional scholar.

"One day, we watched the Secretaries of Defense and Treasury testify before a House of Representatives committee on providing financial aid to Southeast Asian countries. This viewing taught the students many things about the role of committees, interaction between the executive and legislative branches, and differences between Republicans and Democrats."

Bob Rodey, social studies
Marian Catholic School
Chicago Heights, IL

u.s.congress

Behind the Scenes

During U.S. House and Senate sessions, C-SPAN provides textual information on the bottom of the screen. C-SPAN graphics editors work closely with a congressional scholar to label legislation in a non-partisan manner and explain procedures accurately.

"If you can't take your students to Congress, you can bring Congress into your classroom with C-SPAN."

Logan Porter, history and English
Glennville Christian Academy
Glennville, GA

From Capitol Questions at
www.c-span.org/questions

How is the membership of a House/Senate conference committee determined and how do they conduct their business? — *Pico Rivera, CA*

Conference committees are temporary panels whose purpose is to reconcile the differences between the final House and Senate versions of a bill. Conference committees are comprised of House and Senate members known informally as "conferees." The final compromise text they produce, the conference report, must be adopted by a majority vote in both chambers before it can proceed to the President and then, perhaps, become law.

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U. S. CONGRESS CLASSROOM ACTIVITY

Developed by Ann Serow, social studies
Kingswood-Oxford School, West Hartford, CT

Before Viewing

Ask students to identify the major jobs of a member of Congress. Focus on one: voting on legislation. Ask students to consider the following: How does a congressmember decide how to vote? What are good reasons to vote for or against a bill? What are bad reasons? Brainstorm with your students to create a list. What if a member is conflicted about how to vote? How should he or she reach a decision?

Offer students the following reasons a member may reach a particular decision on a vote:

- conscience: personal beliefs
- constituency: constituents' or district residents' beliefs
- party: political party's views

Point out to students the different forums by which members explain their votes: on the floor of Congress, in committee, press conferences, town meetings or other places. Before showing examples of members explaining or defending a vote, tell students to listen to the defending arguments and to classify them according to the above reasons.

While Viewing

While watching Congress on C-SPAN, identify the following:

- member, district, party
- issue argued
- arguments influenced by conscience
- arguments influenced by constituency
- arguments influenced by party
- arguments influenced by other

After Viewing

Have students share their findings with the class. What are members most guided by in making and defending their arguments? Does the issue matter? What trends do you notice? What conclusions can you draw? Would it be possible for a member to try to conceal, rather than identify a reason for a vote? Why? How can you determine which arguments are valid?

How might this member explain his or her position in another setting? How might a member explain his or her position to party members, constituents, interest groups that might be against their views and to the media? Write a speech, in the voice of a member you observed, explaining your vote to another audience.

Enrichment Ideas

Construct a question about congressional politics, policy or procedure and e-mail it to **capitolquestions@c-span.org**.

MORE C-SPAN PROGRAMS

Prime Time Public Affairs

Every week night, during prime time, the day's top public policy events unfold in their entirety. Coverage ranges from White House, Pentagon and State Department press conferences to congressional hearings.

The Schedule

Week nights, 8 pm, ET on C-SPAN.

Web Site

At **www.c-span.org**, from "Guide to Programs" link to "Schedule" to review the evening's programs. Learn more about the events C-SPAN crews taped under "Today's Camera Assignments."

"I use C-SPAN's coverage of the National Governors' Association meetings to give students some practical exposure to the concept of federalism.

Before viewing C-SPAN's coverage, students read from texts on federalism and study James Madison's Federalist Papers. Then students watch the meeting for at least one hour on their own, from videotapes I've made or LIVE in the classroom, looking closely for real-life examples of the balance of power between the national government and the states.

Students can observe who the governors are, what issues are addressed by state officials, states' regional concerns and alliances, and the tone of the relationships between the governors and federal officials.

Ann Serow, A.P. political science
Kingswood-Oxford School
West Hartford, CT

ROAD TO THE WHITE HOUSE

On Sunday nights, C-SPAN takes an in-depth look at the presidential race of 2000, with coverage of candidates' fundraising efforts, debates on the issues and other events on the campaign trail.

The Schedule

Sundays 6:30 pm, ET on C-SPAN
(reairs at 9:30 pm and 12:30 am, ET)

Web Site

Link to "Executive Branch" from "Guide to Programs" at **www.c-span.org** to learn about *Road to the White House* programs.

programs

On Road to the White House *students can see whole events as they happen on the campaign trail, without commentary, so they have to think for themselves. Through C-SPAN's Campaign 2000 coverage, students see democracy in action.*

Students see the candidates LIVE and unrehearsed, on the bus, walking up to the podium to speak, and greeting the people who have come out to see them. C-SPAN shows grassroots campaigning, and it's something candidates do constantly.

Melissa English, social studies
Wicomico High School, Salisbury, MD

AMERICA & THE COURTS

Each weekend, C-SPAN's court coverage offers a look into the workings of the federal judiciary including interviews with legal experts and speeches by Supreme Court justices.

The Schedule

Saturdays at 7 pm ET on C-SPAN.

Web Site

Go to "Courts" from "Guide to Programs" at **www.c-span.org.**

BRITISH HOUSE OF COMMONS

Each week when the House of Commons is in session, Great Britain's prime minister responds to questions from members of his own party and from the opposition. C-SPAN airs "Question Time" on Sundays.

The Schedule

British House of Commons, Sundays, 9 pm ET on C-SPAN.

Web Site

Link to "International Programming" from "Guide to Programs" at **www.c-span.org** for information about this and other world events.

"We used a C-SPAN program airing a compilation of Great Britain's party political broadcasts and some other resources including BBC radio tapes and articles from U.S. and British publications to prepare for our own mock election. It was even more successful than our mock U.S. elections for two reasons. First, students didn't have to identify with their traditional Democratic and Republican identities; second, they were experts on topics their parents didn't know much about, and it gave them a taste of the power of knowledge.

When you talk about political issues in this country, students immediately say, 'Oh my dad is this party, so I'm that party, too.' But by having them learn about the political process of another country, they lost their preconceptions and were more open to learning."

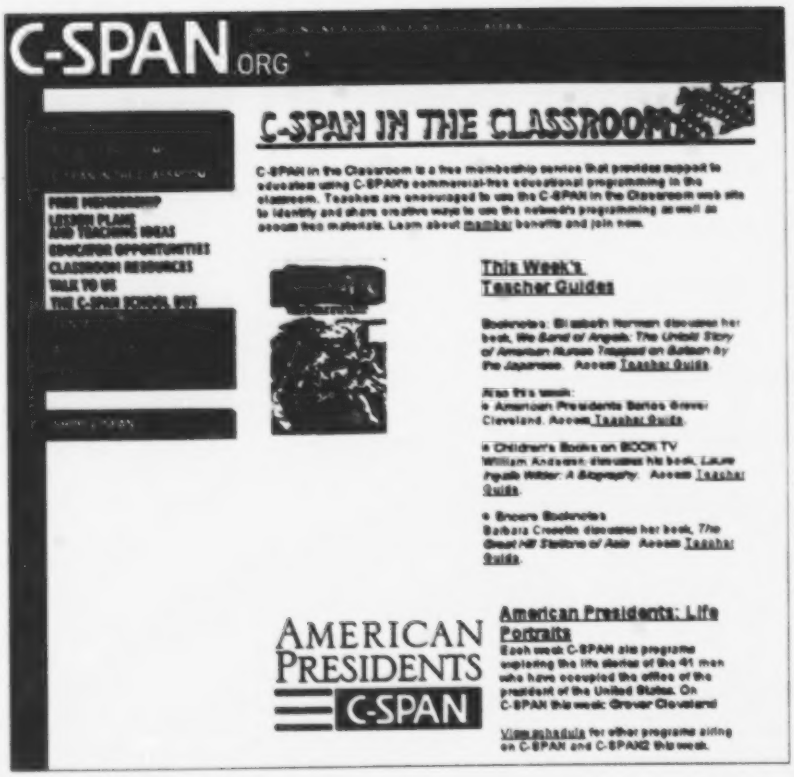
Mark Felderman, social studies
Chariton High School
Chariton, IA

C-SPAN.org
Online Access and Teacher Resources

C-SPAN's Web site at **www.c-span.org** provides live and archived programming, schedule information and public affairs links. Also included are a congressional directory, voting records and Capitol Questions, in which C-SPAN's congressional scholar answers viewer questions about the legislative process. Watch today's congressional hearing, listen to President Lyndon B. Johnson's White House tapes, or search an archive of recent *BOOK TV* programs. Use the search feature to find programs appropriate for your curriculum.

By linking to "C-SPAN in the Classroom" at **www.c-span.org**, educators can access lesson plans and teaching ideas, the C-SPAN School Bus schedule, the C-SPAN Archives and a highlighted programming schedule.

Educators can download teacher guides each week for current programs or archived guides from past programs. Teacher guides offer before, during and after viewing activities for regular programs like *BOOK TV*, *America & the Courts*, *Road to the White House*, *Booknotes*, *American Perspectives*, and special programming.

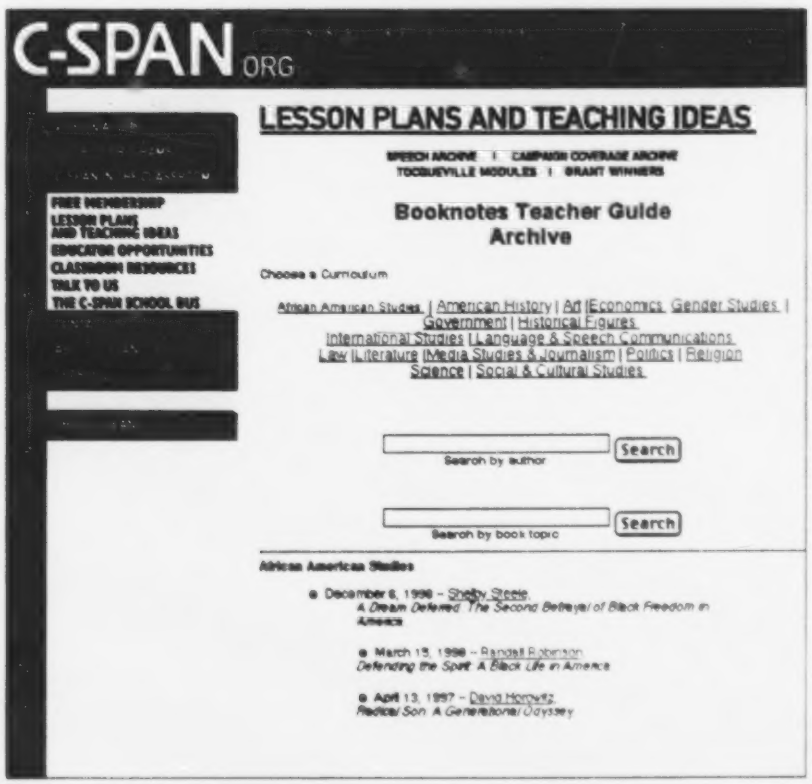


Learn about the innovative ways educators are using C-SPAN. Send students online to participate in an activity or a chat with an author. You can also obtain grant and fellowship information, enroll in C-SPAN in the Classroom and contact C-SPAN's education staff all at **www.c-span.org/classroom**.

c-span.org

"My World Religions students studied the cultural aspects of China exclusively through C-SPAN's video footage archived on the Web site. By viewing footage on the internet, students guided their own learning, following their particular interest by searching for segments according to topic. Through e-mail, students compared their findings on China with the perspective of a former teacher who is living in China. The goal of the project was to help students identify a researcher's inclination for bias and to introduce the concept of media literacy."

David Debs, social studies
Mandarin High School, Jacksonville, FL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International Studies | Language & Speech Communications
Law | Literature | Media Studies & Journalism | Politics | Religion
Science | Social & Cultural Studies
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Search by author
Search
Search by book topic
African American Studies
December 6, 1998 – Shelby Steele
A Dream Deferred: The Second Betrayal of Black Freedom in America
March 15, 1998 – Randall Robinson
Defending the Spirit: A Black Life in America
April 13, 1997 – David Horowitz
Radical Son: A Generational Odyssey

Behind the Scenes

C-SPAN's Web site is updated as current events demand. C-SPAN in the Classroom's homepage is updated every Monday and more often as appropriate. C-SPAN also maintains Web sites for *BOOK TV* at **www.booktv.org**; a site for the 1999 special television series *American Presidents: Life Portraits* at **www.americanpresidents.org**; a site supporting the 1997-98 *Alexis de Tocqueville Tour* at **www.tocqueville.org**; and the C-SPAN Archives at **www.c-spanstore.com**.

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ACROSS THE CURRICULUM

There is no limit to the age-level, topic, curriculum or subject with which C-SPAN can be paired to improve a classroom lesson. Whether looking to enhance a cross-curricular project, engage in a media literacy study or enrich an Advanced Placement, language arts, math or science classroom, C-SPAN offers a wide range of programs which can be used to support your teaching.

Call the C-SPAN Educators' Hotline at **1-800-523-7586** or check the C-SPAN Web site at **www.c-span.org/classroom** for more ideas or to share your own.

Cross-curricular

"C-SPAN can be adapted to any teaching style or content area. Besides civics and government classrooms, it can be used to enhance language arts, geography and world history curriculums. C-SPAN programming about the federal budget can be used in math or home economics classes. Foreign language teachers can use speeches and international election coverage to show their students the political events occurring around the world."

Joe Emerson, social studies
Grafton Middle School, Yorktown, VA

Television Production

"We use many of your shows as models for our students to help develop their own programs. There have been many times our students have used news and information from C-SPAN in their own shows."

Robert Paul Preston, video production
Portola High School, Portola, CA

Media Studies

"We regularly use C-SPAN offerings when surveying media-related dynamics like gate-keeping, censorship, media control, bias, public speaking, sound bites and journalism."

Tom Piotrowski, media studies
Absegami High School, Absecon, NJ

Students at James Monroe High School in Fredericksburg, VA contribute to C-SPAN's American Presidents series

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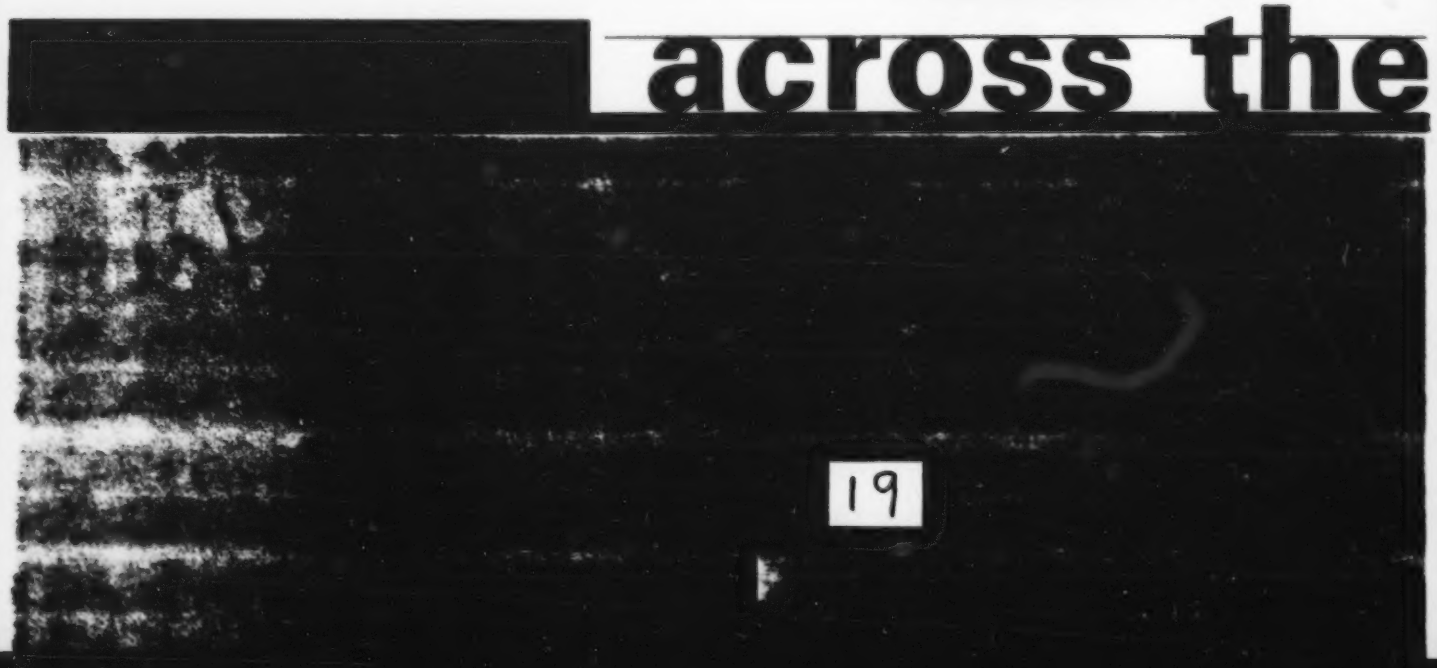

C-SPAN Champion Teachers are available to lead workshops and mentor teachers new to using C-SPAN as a resource.

Math

"I want to incorporate current news data and polls into my math curriculum so that my students can use relevant information to analyze data."

Victoria Fletcher, math and science
Penelope Independent School District
Penelope, TX

Language Arts

"The National Press Club speeches on C-SPAN are used to inspire students to learn the mechanics of writing, the power of words and the ability that lies within each of them to inspire others through the written and spoken word."

Patricia Gordon, student teacher
University of Massachusetts
Worcester, MA

Elementary School

"In the past few years, I have recorded C-SPAN's School Bus visits to historical sites. They have been valuable in giving my rural first graders the opportunity to travel to locations related to our social studies work such as Philadelphia and Washington, DC. In turn, we have used these visits for reading and writing in language arts and map studies in geography."

Ellen Bollig
Lincoln Elementary
Yankton, SD

Foreign Language

"Our Spanish teacher used C-SPAN's coverage of a congressional hearing on labor practices of U.S. companies in Mexico. It gave students a chance to hear and then to practice their Spanish by discussing an authentic, primary source conversation about an issue relevant to Spanish and English speakers."

Shona Huffman, social studies
Colleyville Heritage High School
Colleyville, TX

Teacher Training

"I help schools set up conflict resolution and peer mediation programs in their schools. I recently taped a press conference on C-SPAN that reported on a study of TV and violence which I plan to use in my Disarming Media Violence workshops."

Dr. James Tobin
Resolving Conflict Creatively Program
New York City Public Schools

curriculum

"I am an elementary school math, science and technology teacher and just taped a BOOK TV *segment featuring a talk and demonstration by children's book author Vicki Cobb. First, she described her background and how she writes her books. Then she had the students do fun and interesting science experiments from her book. Your students will be laughing and begging to try them out. I am going to use the C-SPAN program to demonstrate the scientific method to students as preparation for our science fair."*

Susan Walter, math, science and technology
Sonora Elementary School
Sonora, CA

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DISCOVER NEW OPPORTUNITIES
Benefits of Membership

Teaching Guides

C-SPAN in the Classroom regularly publishes lesson plans and teaching guides to help members use the C-SPAN programming. Teacher guides are mailed or posted on **www.c-span.org/classroom.**

Grant Programs

Periodically, C-SPAN offers members who have designed and implemented innovative projects using C-SPAN programming the opportunity to apply for equipment or other grants. Members are notified of grant opportunities.

E-mail Notices

Members receive weekly e-mail with a weekend program schedule, announcements and information about special projects. Periodic programming alerts are sent to members through regular mail.

Fellowship Opportunities

During a four-week period each summer, C-SPAN and the cable TV industry offer fellowships to middle and high school teachers to work with C-SPAN's education staff in the development of print, video and Web site material.

Champion Teacher Program

Teachers who have used C-SPAN programming in their lessons for at least a year can apply to be a C-SPAN Champion Teacher. Champion Teachers assist the network with outreach to other educators.

The C-SPAN Archives

Since 1987, all programming airing on C-SPAN and C-SPAN2 has been videotaped, indexed and archived by the C-SPAN Archives. Taped programs are available for purchase from the C-SPAN Archives by calling **1-800-ONC-SPAN** or online at **www.c-spanstore.com.**

Online Services

Click to "C-SPAN in the Classroom" from **www.c-span.org** for information, activities and opportunities for teachers.

Copyright Policy

C-SPAN offers a liberal copyright policy for educators to videotape and use any C-SPAN-produced program in the classroom. See the inside back cover of this publication for the full copyright policy.

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C-SPAN in the Classroom staff members are themselves former teachers.

Champion Teacher Steve Armstrong with his students

On Teaching Guides

"Effective teachers know how to build on the accomplishments of those who are successful. One very effective way my peers are introduced to the successes of C-SPAN is through C-SPAN in the Classroom. I help them enroll online. I suggest teachers look up award-winning teaching guides on the C-SPAN Web site."

David Debs, social studies
Mandarin High School, Jacksonville, FL

On Fellowship Opportunities

"As I approach this school year, I wish my students and C-SPAN could see the new light that is glowing in my mind after my fellowship at C-SPAN. Not a single day has passed that I haven't discussed my journey to DC with my students."

Corbett Harrison
C-SPAN 1998 High School Teacher Fellow

On E-mail Notices

"I think e-mail is an excellent way to get information on your offerings, and I will continue to forward things along to district supervisors and teachers throughout the state."

Colleen Wozniak
Department of Public Instruction, Dover, DE

On Copyright Policy

"I can't get over the fact that I can invite these people into my room just by pressing a button on the VCR. Wow. Thanks for the copyright policy."

Jane Dowling, language arts
North Kingstown High School, North Kingstown, RI

TOLL-FREE EDUCATORS' HOTLINE

1-800-523-7586

THE C-SPAN SCHOOL BUS

The C-SPAN School Bus, a 45-foot-long, custom-built, production vehicle, travels throughout the United States working with affiliated cable TV companies, teachers, students and C-SPAN viewers. The first Bus was launched on November 1, 1993, to demonstrate C-SPAN's —and the cable industry's—commitment to education in communities nationwide. Because of the enthusiastic response from schools, a second School Bus was added on January 1, 1996, doubling C-SPAN's outreach efforts.

The primary objective of the C-SPAN School Bus is to demonstrate to teachers and students of all levels how to use C-SPAN programming and educational materials in the classroom. C-SPAN representatives aboard the Bus offer multimedia presentations for teachers and initiate discussions about public affairs issues with students.

The C-SPAN School Bus is also a mobile television production facility. It frequently makes stops that complement the network's coverage of special events, such as the 1999 *American Presidents: Life Portraits* tour. The Bus staff produces live programs on each U.S. president from significant historical sites around the country. They also produce vignettes—short videos about places of cultural and historical significance.

C-SPAN School Bus visits are coordinated through local cable systems whose support makes the Bus possible.

Bus Schedule

To learn where the Bus will stop next or air times for Bus vignettes, check C-SPAN's Web site at **www.c-span.org/classroom** or call the Educators' Hotline at **1-800-523-7586**. To request a Bus visit, contact your local cable system.

"Before the School Bus visit, many students had no idea what they were seeing, or what C-SPAN was. But after they had a twenty-minute visit, they were very informed and excited about what they saw. Many of them said that was the neatest thing they had ever seen. Please thank the whole staff on the C-SPAN Bus—they were so friendly and helped motivate our students."

Joyce Riemersma
Bear Lake Elementary School
Apopka, FL

BEHIND THE SCENES

Each C SPAN School Bus has over two miles of cable wound and stored underneath the Bus in what would normally be luggage compartments.

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C-SPAN grants educators associated with degree-granting educational institutions a license giving them the right to copy any C-SPAN-produced program without receiving prior permission from the network, so long as the copying is for research and classroom use and not for sale, distribution, or for any political purpose. As public domain material, the video coverage of the floor proceedings of the U.S. House of Representatives and the U.S. Senate is not subject to the license, and, as such, may also be similarly used for educational purposes.

The terms of the license constitute a liberal copyright policy that allows educators to record C-SPAN-produced programs (at school or home) for later use. Such programs may be retained indefinitely for future in-classroom use.

C-SPAN does not charge a fee for using its programming as an educational resource as long as such use is made in accordance with the terms of the license.

C-SPAN IN THE CLASSROOM

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